

大学英语立体化网络化系列教材

# 大学英语 基础教程

# 2

教师用书  
(第三版)

College English

凌茜 ◎主编



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总主编 曹杰旺

根据教育部《大学英语课程教学要求》编写

教师用书  
COLLEGE  
ENGLISH

大学英语基础教程

2

(第三版)

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## 总 序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套“大学英语立体化网络化系列教材”的编写和出版工作。

本套教材被评为“十二五”普通高等教育国家级规划教材,根据《大学英语课程教学要求》,我们又在原书基础上进行了修订。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威李赋宁教授、胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、山东农业大学、西北师范大学、长春师范学院、山东青年管理干部学院、淮南师范学院、江西财经大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致、富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

# 大学英语立体化网络化系列教材

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## UNIT OVERVIEW

### Objectives

By the end of the unit, students will be better able to

1. talk about some animals and the relationship between environment and creatures;
2. use about 30 new words and 8 new phrases and expressions in brief conversations and translation;
3. review grammar on the attributive clause: 1) the attributive clause with relative pronoun; 2) relative pronoun with preposition;
4. read material on a similar topic and with a similar degree of difficulty.

### Prerequisites

1. Students should read Text A for the main idea before they come to the class sessions.
2. Text B should be used for class reading activities. Students should not read Text B before they come to class.

### Proposed Unit Duration

4~8 class hours (50 minutes each)

### Suggested Time

部分	Part I: 准备活动		Part II: 课文 A				Part III: 课文 B	
课时	1		2		3		4	
项目	关键词	关键词组	课前活动	课文 A	课文 A 练习	练习及语法	课文 B	练习
分钟	15 ~ 30	15 ~ 30	15 ~ 30	35 ~ 70	25 ~ 50	25 ~ 50+布置作业	35 ~ 60	20 ~ 40+布置课外作业



# PART I PREPARATORY

## WORDS IN CONTEXT

Approximate Time: 15 ~ 30 min.

### Suggested Teaching Procedures

1. Instruct students to read aloud these ten sentences and make out the meaning of each italicized word while reading. Tell them that these words are important throughout the unit.

**T:** *To begin with, let's read some interesting sentences, each containing one word that may be new to you. You should read aloud each of these sentences and tell what the highlighted word means.*

2. Instruct students to finish the work in Words Learned in Display. The purpose of this step is to help students be aware of the importance of these words and at the same time guess the meaning of the new words with other students' help.

**T:** *Since you have finished reading the above 10 sentences, now you are supposed to write down the meaning of the words in the correspondent blanks in Words Learned in Display either in English or in Chinese. Try to understand some of the sentences without knowing the meaning of the "new" words in them. Remember, these 10 words are important in this unit. After doing the work in Words Learned in Display, discuss them with your classmate beside you to confirm your own answers or work out the difficult words together.*

### Reference for Vocabulary Teaching

- |                  |  |
|------------------|--|
| 1. disappearance | – dis-(not, the form of the opposite of the word); disappear (v.); appear (v. antonym) |
| 2. destroy       | – de-(to remove, to reduce); destroyer (n.); syn. destruct; damage; kill               |
| 3. create        | – creation (n.); creative (adj.)   |
| 4. pollution     | – pollute (v.)   |
| 5. survive       | – survival (n.); survivor (n.)   |
| 6. constantly    | – constant (adj.); syn. unchanging; continuous; all the time                           |
| 7. experience    | – experience (n.); syn. come through; suffer   |
| 8. allow         | – allowable (adj.); allowance (n. money provided regularly); syn. permit; provide      |
| 9. disaster      | – disastrous (adj.); syn. misfortune   |
| 10. dominant     | – dominate (v.); domination (n.)   |

3. When students finish, let them check their guesswork against the vocabulary list, if necessary, in the glossary section of their books. If time allows, present some additional information about those words as listed in the box above.

**T:** *Now please turn to the glossary at the end of your book. Find these words in the list and see if your guess is close to the meaning provided. I guess you are much impressed with these "new" words now.*

4. Advise students to memorize the sentences after class.

**T:** *Now class, I advise that you memorize these sentences after class. They are short and easy, aren't they?*

## EXPRESSIONS IN CONTEXT

Approximate Time: 15 ~ 30 min.

### Suggested Teaching Procedures

1. Instruct students to take some time studying the key expressions listed in the boxes. Then ask them to read aloud the sentences that follow. Tell them to pay attention to the way the expressions are used in the sentences.

**T:** *Next, you shall study 8 useful expressions. When you feel you are familiar with these expressions, read them aloud, paying attention to the way they are used in context.*

2. Instruct students to finish the exercises in Expressions Learned in Display to help them review the expressions learned just now.

**T:** *You've learned the use of these expressions. Now please complete the work in Expressions Learned in Display. After doing your work, you can discuss your answers with your classmates.*

### Key to Expressions Learned in Display

- |                         |               |
|-------------------------|---------------|
| 1. attracted, attention | 2. agree on   |
| 3. blocks out           | 4. depend on  |
| 5. at least             | 6. Along with |
| 7. led to               | 8. as well as |

## PART II LANGUAGE IN CONTEXT

### Text A The End of Dinosaurs

#### PREVIEW QUESTIONS

Approximate Time: 15 ~ 30 min.

1. Place students into pairs or groups. Instruct each pair/group to select one question for their preview discussion. Encourage students to discuss their questions in English. However, if some students find it really difficult to express themselves in English, they may be allowed to use Chinese to help make their points clear. Tell students that in their discussions, they should select one student as their pair/group speaker. He/She is to report briefly to the class about their talk after given minutes of pair/group discussion.

**T:** Before we go into Text A, I think you need to think about the topic related to the dinosaur. Here we have three questions for you, which we will do in pairs or groups. Each pair or group is to focus on only one question of your own choice. Try to speak English in your discussion of the question. Mind you, this is like a brainstorming activity; just speak on without thinking much about whether your English is correct or not. We value ideas more than language. In case you find it difficult to express yourselves, you may use some Chinese to help. When you finish, I will ask some students to report briefly about your discussions. Be prepared.

- 1 Do you love animals and what is your favorite one?
- 2 Have you heard of the Chinese dragon and what is the difference between a dragon and a dinosaur?
- 3 What can you imagine when dinosaurs were faced with natural difficulties?

2. As students are engaged in their discussions, walk around and offer help when necessary. You may give some pairs/groups the following guidance:

There are various answers to warm-up questions. The following expressions may be of assistance.

parrot	butterfly	monkey	lion	horse	deer	fish
penguin	dragonfly	chimpanzee	tiger	buffalo	elephant	whale
eagle	beetle	koala	leopard	pig	camel	dolphin
owl	bee	kangaroo	brown bear	goose	panda	seal
swan	spider	squirrel	fox	donkey		crocodile
swallow	ant		wolf	dog		frog
sparrow			polar bear	cat		snake

peacock				duck		
				rabbit		
				goat		
				sheep		

3. The teacher may present pictures of dragons and dinosaurs and ask students to compare the difference between the two animals.



### Text Study

## CONCEPTUAL COMPREHENSION

Approximate Time: 35 ~ 70 plus 25 ~ 50 min.

1. Draw students' attention to the title of the text. Make them focus on the meaning of the word "end."

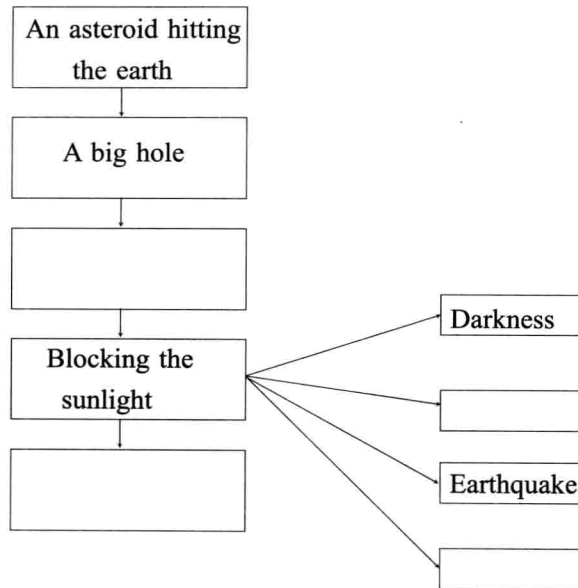
**T:** Now we are ready to study the text in detail. You may have read the article yourself, but have you paid special attention to the title of this text? Can we sum up the reasons why dinosaurs ended from the earth?

2. Comment briefly on students' response. From this start, explore further to make the main idea of the article clear.

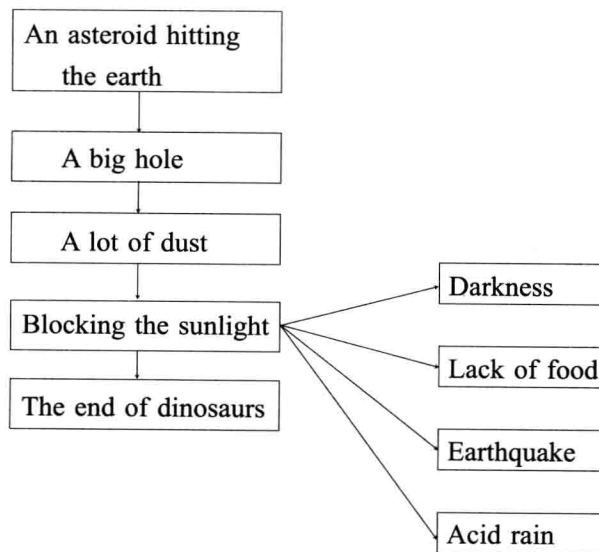
**T:** Let's find the main idea of the article: (write/type) The end of dinosaurs was caused by an asteroid hitting the earth many years ago, which destroyed the natural conditions the dinosaurs depended on. (Explain some words or expressions in the statement, if necessary.)

3. To support this judgment of the main idea, let students find the factors contributing to the end of dinosaurs.

**T:** We can also draw this conclusion by looking respectively at the cause-effect facts relating to the reasons for the disappearance of dinosaurs. (Present the following charts on the board/screen, leaving the space to be filled in.)



### For Teacher Reference



**BACKGROUND NOTES****Dinosaur**

Dinosaur—the common name was given to a group of reptiles, often very large, that first appeared in the Late Triassic Period about 215 million years ago and thrived worldwide for some 150 million years. Most died out by the end of the Cretaceous Period, about 65 million years ago, but many lines of evidence now show that one lineage evolved into birds about 150 million years ago.

The name dinosaur comes from the Greek words *deinos* (“terrible” or “fearfully great”) and *sauros* (“reptile” or “lizard”). The English anatomist Richard Owen proposed the formal term *Dinosauria* in 1842 to include three giant extinct animals (*Megalosaurus*, *Iguanodon*, and *Hylaeosaurus*) represented by large fossilized bones that had been unearthed at several locations in southern England during the early part of the 19th century. Owen recognized that these reptiles were far different from other known reptiles of the present and the past for three reasons: they were large yet obviously terrestrial, unlike the aquatic ichthyosaurs and plesiosaurs that were already known; they had five vertebrae in their hips, whereas most known reptiles have only two; and, rather than holding their limbs sprawled out to the side in the manner of lizards, dinosaurs held their limbs under the body in columnar fashion, like elephants and other large mammals.

Originally applied to just a handful of incomplete specimens, the category *Dinosauria* now encompasses more than 800 generic names and at least 1,000 species, with new names being added to the roster every year as the result of scientific explorations around the world. Not all of these names are valid taxa, however. A great many of them have been based on fragmentary or incomplete material that may actually have come from two or more different dinosaurs. In addition, bones have sometimes been misidentified as dinosaurian when they are not from dinosaurs at all. Nevertheless, dinosaurs are well documented by abundant fossil remains recovered from every continent on Earth, and the number of known dinosaurian taxa is estimated to be 10~25 percent of actual past diversity.

The extensive fossil record of genera and species is testimony that dinosaurs were diverse animals, with widely varying lifestyles and adaptations. Their remains are found in sedimentary rock layers (strata) dating to the Late Triassic Period (227

million to 206 million years ago). The abundance of their fossilized bones is substantive proof that dinosaurs were the dominant form of terrestrial animal life during the Mesozoic Era (248 million to 65 million years ago). It is likely that the known remains represent a very small fraction (probably less than 0.0001 percent) of all the individual dinosaurs that once lived.

### **Some questions about dinosaurs**

When did the dinosaurs first appear on Earth?

The oldest dinosaur types are known from rocks in Argentina and Brazil and are about 230 million years old. The most primitive of these types, Eoraptor, was a small meat-eating dinosaur. Because Eoraptor's skeleton shows some advanced skeletal features, older dinosaurs may yet be found.

Did people and dinosaurs live at the same time?

No! After the dinosaurs died out, nearly 65 million years passed before people appeared on Earth. However, small mammals (including shrew-sized primates) were alive at the time of the dinosaurs. Many scientists who study dinosaurs (vertebrate paleontologists) now think that birds are direct descendants of one line of carnivorous dinosaurs, and some consider that they in fact represent modern living dinosaurs. This theory remains under discussion and shows that there is still much we don't know about dinosaurs

Where did dinosaurs live?

Paleontologists now have evidence that dinosaurs lived on all of the continents. At the beginning of the age of dinosaurs (during the Triassic Period, about 230 million years ago) the continents we now know were arranged together as a single supercontinent called Pangea. During the 165 million years of dinosaur existence this supercontinent slowly broke apart. Its pieces then spread across the globe into a nearly modern arrangement by a process called plate tectonics. Volcanoes, earthquakes, mountain building, and sea-floor spreading are all part of plate tectonics, and this process is still changing our modern Earth.

Why did some dinosaurs grow so big?

Paleontologists don't know for certain, but perhaps a large body size protected them from most predators, helped to regulate internal body temperature, or let them reach new sources of food (some probably browsed treetops, as giraffes do today). No modern animals except whales are even close in size to the largest dinosaurs; therefore, paleontologists think that the dinosaurs' world was much different from the world today and



that climate and food supplies must have been favorable for reaching great size.

When did dinosaurs become extinct?

Dinosaurs went extinct about 65 million years ago (at the end of the Cretaceous Period), after living on Earth for about 165 million years. If all of Earth time from the very beginning of the dinosaurs to today were compressed into 365 days (1 calendar year), the dinosaurs appeared January 1 and became extinct the third week of September. (Using this same time scale, the Earth would have formed approximately 18.5 years earlier.) By comparison, people (*Homo sapiens*) have been on earth only since December 31 (New Year's eve). The dinosaurs' long period of dominance certainly makes them unqualified successes in the history of life on Earth.

## Chinese Dragons



The Celestial Chinese Dragon is comparable as the symbol of the Chinese race itself. Chinese around the world, proudly proclaim themselves "Lung Tik Chuan Ren" (Descendents of the Dragon). Dragons are referred to as the divine mythical creature that brings with it ultimate abundance, prosperity and good fortune.

As the emblem of the Emperor and the Imperial command, the legend of the Chinese Dragon permeates the ancient Chinese civilization and shaped their culture until today. Its benevolence signifies greatness, goodness and blessings.

The Chinese Dragon, or Lung, symbolizes power and excellence, valiancy and boldness, heroism and perseverance, nobility and divinity. A dragon overcomes obstacles until success is his. He is energetic, decisive, optimistic, intelligent and ambitious.

Unlike the negative energies associated with Western Dragons, most Eastern Dragons are beautiful, friendly, and wise. They are the angels of the Orient. Instead of being hated, they are loved and worshipped. Temples and shrines have been built



to honor them, for they control the rain, rivers, lakes, and seas. Many Chinese cities have pagodas where people used to burn incense and pray to dragons.

The Chinese Dragon is often seen as the symbol of divine protection and vigilance. It is regarded as the Supreme Being amongst all creatures. It has the ability to live in the seas, fly up the heavens and coiled up in the land in the form of mountains. Being the divine mythical animal, the Dragon can ward off wandering evil spirits, protect the innocent and bestow safety to all that hold his emblem. The Chinese Dragon is look upon as the ultimate symbol of Good Fortune.

The major characteristics of a Lung type dragon include a head like a camel's, horns like a deer's, eyes like a hare's, ears like a bull's, a neck like an iguana's, a belly like a frog's, scales like a carp's, paws like a tiger's, and claws like an eagle's. It has a pair of large canine teeth in its upper jaw. The long, tendril-like whiskers extending from either side of its mouth are probably used for feeling its way along the bottom of muddy ponds.

## Asteroid

Asteroid is diameter that orbits the Sun primarily between the orbits of Mars and Jupiter. It is because of their small size and large numbers relative to the nine major planets that asteroids are also called minor planets. The two designations are frequently used interchangeably, though dynamicists, astronomers who study individual objects with dynamically interesting orbits or groups of objects with similar orbital characteristics, generally use the term minor planet, whereas those who study the physical properties of such objects usually refer to them as asteroids.

## Hydrogen Bombs

Hydrogen bomb is a nuclear weapon that derives its energy from nuclear reactions and has enormous destructive power — a single nuclear weapon is capable of destroying a city. Nuclear weapons have been used twice for war, by the United States against the Japanese cities of Hiroshima and Nagasaki during World War II. They have been used many hundreds of times, however, for the nuclear testing undertaken by many countries.

